

TRANSITION ASSESSMENT PLAN

The Transition Assessment Plan (TAP) is an Individualized Plan for Employment (IPE) written for high school transition students only (not for adults) and must be updated annually. Students are asked to apply for VR services at least two years before exiting high school so counselors must develop a TAP. Counselors must start the student with a specific job goal, but assess or explore what career path may indeed be the best fit. The transition goal may change a number of times as the student moves through the assessment process. The assessments and career exploration drive any change in the employment goal or may solidify the existing goal.

There may be instances where a TAP is not completed, such as:

- The student has applied and been determined eligible very late in the senior year (January or after), and an appropriate job goal has already been identified. In this case create the IPE. Note: You have up to 90 days after eligibility to develop a TAP or IPE.
- Trial Work Plan

The VR counselor shall review and consider a student's Individualized Education Plan (IEP) during the development of the TAP or IPE. Services reflected on the IEP may or may not need to be included in the TAP or IPE depending upon the employment goal and individual situation of each student, but the IEP can serve as a vital starting point when providing Pre-ETS or transition services. Counselors should also review and consider other school documentation such as psycho-educational testing, MAP and/or ASVAB scores, job shadow and work experience reports, transcripts etc.

After the TAP or IPE is developed and approved, there will be two active plans for the student, (the TAP or IPE and the IEP) each reflecting coordinated goals and a range of services for a period of time. Collaborating with education staff to align the two plans can contribute in a positive manner for the student to gain basic workplace skills, knowledge of specific occupational skills, and an understanding of different industries in order to make an informed choice.

Note: When a transition student is under the age of 18, the parent or guardian must sign the application, which gives VR permission to work with the student. The counselor should send the TAP or IPE directly to the parent or guardian with a letter. There is a 'Parent Letter' in AWARE ND which explains the signature requirements and includes a self-addressed, stamped return envelope. If the parent or guardian has not returned the

TAP within two weeks, the counselor may move forward with implementing the assessment services.

Note: The Client Financial Participation Worksheet does not need to be completed by the VR counselor and the student at the time the TAP is developed *unless* it requires the purchase of services other than assessment services. This is reflected in the Client Financial Participation policy. See Operational Policy 16-02R in the policy manual.

See the following AWARE ND service categories and service descriptions which may be included on a TAP (list incomplete):

Service categories not tied to an authorization:

Benefits Counseling

- Call the benefits planner and schedule a meeting

Counseling and Guidance

- Explore unique strengths, abilities, capabilities, needs, desires and informed choice

Counseling on Post-Secondary Opportunities

- Research career & PSE options
- Promote participation in PSE preparation classes, etc.
- Connect to PSE resources/services/websites
- Complete application/enrollment process
- Identify financial aid options
- Learn about the Individuals with Disabilities Education Act and the Americans with Disabilities Act
- Identify admission tests accommodations
- Investigate disability support services, accessibility, accommodations, etc.

Information and Referral Services

- Apply for Developmental Disability Services
- Visit the Independent Living Center to study for driving permit
- Visit the local Human Service Center to identify medication assistance

Job Exploration Counseling

- Researching labor market statistics and identifying career pathways of interest
- Administering vocational interest inventories
- Attending college fairs & tours
- Identify talents, needs, learning style preferences and goals

Training, Workplace Readiness

- Soft skills to include: teamwork, problem solving, conflict resolution, body language, professionalism, manners, hygiene, time management, and appropriate behavior.

Training, Self-Advocacy

- Disability understanding and disclosure
- Request and utilize accommodations in school and employment
- Rights & responsibilities

Work Experience Actual Services

- Use this category for in-school or after school opportunities, or experience outside the traditional school setting (including internships), that are provided in an integrated environment to the maximum extent possible. This service category is to be used for a Student with Disability (SWD) regardless of the status they are in.

(If a student is receiving Work Experience services through a Pre-Employment Transition Service contract, use Work Experience Actual Services. Do not write an authorization for these services.)

Service categories that may be tied to an authorization:

Assessment/Evaluation

- Situational assessment
- Grass Roots Assessment Service Project - GRASP assessment (Anne Carlsen Center)

AT Devices/Services

- AT assessment
- AT equipment may be purchased just before exiting school (while in high school it is typically the school's responsibility to purchase)

Maintenance

- Work clothing

Transportation

- Transportation assistance

Work Experience Authorized

- Use this service category for in-school or after school opportunities, or experience outside the traditional school setting. If authorizing for Work Experience for a student, it must be on the plan.

(If a student is receiving Work Experience services through a Pre-Employment Transition Service contract, use Work Experience Actual Services. Do not write an authorization for these services.)